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The aims of this study were to investigate the influence of occupational socialization on preservice teachers' (PTs') orientations, and to identify how this orientation influenced their delivery of the Teaching Games for Understanding (TGfU) model. Participants (n=14), were enrolled in an undergraduate games methods course in the north east United States. Qualitative data were collected through autobiographical essays, peer-teaching observations, document analysis, and stimulated-recall interviews. NVivo 11 Pro software package was employed to analyze data using analytic induction and constant comparison techniques. Results indicated that PTs' possessed five different types of socialization orientation (hardcore fitness, fitness/coaching, teaching/coaching, hardcore coaching/moderate fitness, and balanced). Full, watered down, and cafeteria versions of the TGfU model were delivered by PTs'. Those PTs' possessing hardcore fitness and coaching orientations delivered full and watered down version of the model, which contradicted previous findings. These PTs' had been influenced to teach this way due to their acculturation and professional socialization experiences. Recommendations for faculty teaching PTs' with hardcore fitness and coaching orientations include addressing PTs' acculturation experiences, allowing PTs' to teach sports in which they are experienced, providing both school based and peer teaching opportunities, and selling the importance of teaching and learning within the game context. An increased focus on teaching PTs' the timing of questioning techniques and tactical discussions irrespective of orientation is also strongly recommended.

PEDAGOGICAL STRATEGIES FOR DELIVERING THE TEACHING GAMES FOR
UNDERSTANDING MODEL TO PRESERVICE TEACHERS' WITH DIVERSE
SOCIALIZATION ORIENTATIONS

by

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Committee Chair

I dedicate this dissertation to my high school physical education teachers Mr. Rochfort, Mr. Gallant, and Miss. Hickman, who inspired me to pursue a career in physical education pedagogy.

APPROVAL PAGE

This dissertation written by Craig A. Parkes has been approved by the following committee of the Faculty of The Graduate School at The University of North Carolina at Greensboro.

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CHAPTER I

PROJECT OVERVIEW

Several colleges and universities have closed their physical education teacher education (PETE) programs in recent years (King, 2018; PE evolves into health and fitness, 2014; Physical and health education teacher education option closed, n.d.; Templin, Blankenship, & Richards, 2014), with enrollment issues often being cited as a major factor in this decision (Templin, Blankenship, & Richards, 2014). Attempts have been made to maintain physical education teacher certification programs, by combining PETE with other areas of specialization to develop hybrid majors (Applied exercise & health option added to kinesiology major, 2016; Templin, Blankenship, & Richards, 2014). These proposed hybrid majors may be a successful strategy for prolonging teacher certification options, while also stabilizing enrollments. However, potential pedagogical problems may arise within hybrid programs, because little is known about the prior experiences of recently hypothesized fitness oriented preservice teachers' (PTs'), who are now entering these hybrid programs (Richards, & Padaruth, 2017). In recent years several scholars have investigated the influence of socialization on PTs' and in-service teachers' interpretation and delivery of tactical and innovative games models such as Teaching Games for Understanding (TGfU) and Sport Education (SE) (Curtner-Smith, Hastie, & Kinchin, 2008; Li & Cruz, 2008; O'Leary 2014; 2016; Vollmer & Curtner-Smith, 2016). However, none of these studies have investigated PTs' who possess this recently hypothesized fitness orientation, or PTs' enrolled in hybrid

PETE programs. Therefore, it is suggested that this newly identified population and setting requires immediate investigation.

Literature Review

Teaching Games for Understanding

More than three decades have passed since Bunker and Thorpe (1982) introduced the TGfU model to the field of physical education pedagogy. This model was developed after lesson observations provided concerns about low levels of student enjoyment, understanding, and success when playing games. Bunker and Thorpe (1982), stated that despite a large amount of curriculum time being dedicated to games, that little attention had been given to the way games was actually taught. Traditional teaching methods develop psychomotor techniques in isolation before progressing to a full game. However, it is suggested that this model does little to help students truly understand the holistic context of games, with students frequently making poor decisions because of an over reliance on teachers instruction (Hastie & Curtner-Smith, 2006). The TGfU framework provides a holistic approach to games teaching by promoting skillful performance, decision making opportunities, and tactical awareness, within developmentally appropriate modified games (Figure 1 in Appendix A).

Occupational Socialization Theory

Lawson's occupational socialization theory (1983a, 1983b) is a perspective that has underpinned the majority of research investigating the careers of prospective, preservice, and in-service physical educators. Physical education teachers go through three distinct stages in their career. The acculturation stage refers to one's childhood

and adolescent experiences of physical education, sport and fitness, the professional stage occurs during PETE, and the organizational stage takes place when certified and teaching in a school. During the acculturation stage PETE recruits develop orientations that are influenced by their childhood experiences of physical education, physical activity, and sport (Betourne & Richards, 2015; Curtner-Smith et al., 2008; O'Leary, 2016; Vollmer & Curtner-Smith, 2016). Prior studies have suggested that recruits orientations were primarily influenced and underpinned by teaching and coaching perspectives (Betourne & Richards, 2015; Vollmer & Curtner-Smith, 2016). However, it has recently been hypothesized that a third type of orientation exists, which is possibly influenced by fitness and wellness acculturation experiences (Richards & Padaruth, 2017) (Figure 2 in Appendix B).

Prior research suggests PTs' fully committed to sport during acculturation possess 'hardcore' coaching orientations, and are unlikely to embrace new content and messages delivered by faculty during PETE. In contrast, PTs' with 'moderate' coaching orientations can have their beliefs challenged and transformed if PETE is of a high quality. If PTs' possess a teaching orientation they are more likely to take on board faculty messages during PETE (Curtner-Smith et al., 2008; Lawson, 1983a, 1983b). A recent study investigating TGfU delivery found that PTs' with teaching and moderate coaching orientations did not deliver the full version of the model (Vollmer & Curtner-Smith, 2016). Pedagogical struggles, misconceptions, and socialization experiences all reduced the effects of PETE training. The main acculturation factor that influenced PTs' when delivering TGfU was prior involvement in coach led sport and/or teacher led physical education (Vollmer & Curtner-Smith, 2016). The two professional socialization

factors that influenced PTs' included acculturation beliefs and PETE content conflict, and early field experience constraints such as class size and facilities (Vollmer & Curtner-Smith, 2016).

A similar study investigating the use of SE with beginning in-service teachers' led to the hypotheses that PTs' with 'hardcore' coaching orientations are unable to deliver full versions of innovative games models (Table 1 in Appendix C). In this study PTs' with teaching or 'moderate' coaching orientations were capable of delivering full (SE), watered down (misinterpreted SE), and cafeteria (SE integrated into traditional lessons) versions of the model. Findings from this study suggested that better quality PETE, and increased exposure and opportunities to teach SE, will result in PTs' with teaching and moderate coaching orientations delivering better versions of the model. However, even high quality PETE is believed to have no impact on the likelihood of PTs' with hardcore coaching orientations delivering a high quality version of the SE model as in-service teachers. Acculturation influences were sport participation supported by sporty parents. Professional socialization influences included opportunities to teach the model during early field experiences, and pupil responses during early field experiences and student teaching placements (Curtner-Smith et al., 2008).

Research Purpose and Questions

The aims of this project were to use Lawson's (1983a, 1983b) Occupational Socialization Theory to investigate the prior and current socialization experiences of PTs' enrolled in a hybrid PETE program, in order to identify factors that influenced their socialization orientations. These orientations were then investigated to understand

whether they influenced PTs' when teaching the TGfU model during a games methods course. Empirical findings were then used to develop a set of pedagogical recommendations, aimed at supporting faculty in effectively teaching innovative games approaches to future PTs' who possess diverse socialization orientations. In order to fulfil the above aims this study addressed three research questions:

Question #1: What acculturation factors influence preservice teachers' in possessing various socialization orientations?

Question #2: How does a preservice teachers' orientation influence their interpretation and delivery of the Teaching Games for Understanding model during the professional socialization phase?

Question #3: What pedagogical strategies can improve the way faculty delivers the Teaching Games for Understanding model to preservice teachers' who possess different orientations?

Methodology

Research Setting and Participants

The research site was the kinesiology department at a four year university, located within the Eastern region of the United States. The research population were PTs' (n=14) enrolled in a games methods course, which was prescribed as part of a hybrid PETE / fitness certification option. Participants were a mix of undergraduate sophomores and juniors, with n=9 males, and n=5 females.

Data Collection and Analysis

Fieldwork was conducted over a 16 week academic semester after IRB clearance was granted from the University of North Carolina at Greensboro and the research site. In line with previous studies data collection consisted of autobiographical

essays (Betourne and Richards, 2015) (Appendix D), peer-teaching observations (O'Leary, Longmore, & Medcalf, 2014) (Appendix E), document analysis (O'Leary, 2016) and stimulated-recall interviews (O'Leary, 2012) (Appendix F). An iPad and Swivl were used to record peer-teaching observations, with the investigator also collecting typed field notes using TGfU observation criteria adapted from a similar study (O'Leary, 2012) (Appendix E). Stimulated-recall interviews were transcribed using Temi transcription software. NVivo 11 Pro software package was used to analyze data, using analytic induction and constant comparison techniques. During the data analysis period a qualitative codebook was developed that identified and categorized key themes, subthemes, operational definitions, and examples from the data set (Goetz & LeCompte, 1984).

During the analysis process the principal investigator used peer debriefing, data triangulation, audit trails, and searched for negative cases to enhance trustworthiness. Data triangulation consisted of using multiple methods to collect data from multiple sources, and then validating the data by cross checking the coding nodes to identify apparent themes and subthemes within the data set. In order to address reflexivity, specifically researcher effect, it is unclear to what extent PTs' responses were influenced by the fact that the researcher was also the course instructor. However, it is suggested that because the principal investigator was also the course instructor that this assisted in both the development of the research design and gaining the trust of the participants (Hemphill & Richards, 2016). Several attempts were made to decrease this risk, and it is strongly believed that studentship (Graber, 1989) was not evident during data collection. First, PTs' autobiographical essays were graded in accordance with an assignment

rubric. Second, PTs' were not interviewed until after all course assignments had been graded, and final grades had been assigned. Third, PTs' were informed that they could withdraw from the study at any time. Finally, a faculty member at the institution was listed as a study liaison, and PTs' could contact them, or the dissertation chair if they felt they were being unfairly treated when participating in the study. Several techniques were used in order to limit researcher bias. First, permission was obtained to utilize data collection questions and observation criteria used in previous studies. Second, lesson observation notes were double checked against revisited video recordings of the lesson to ensure TGfU teaching criteria was correctly reported. Third, stimulated-recall interview questions were developed from the previously collected and analyzed data on that specific participant. Fourth, all raw and analyzed data was shared with the dissertation chair and committee.

Results and Discussion

Initial Orientations

Autobiographical essay data suggest five distinct orientation groups were evident within the sample at the beginning of the course (1. hardcore fitness (n=3); 2. teaching/coaching (n=2); 3. balanced (n=3); 4. hardcore coaching/moderate fitness (n=2); and 5. fitness/coaching (n=4) (Appendix G and H). These empirical findings identified PTs' who possessed both hardcore and moderate fitness orientations, which supports the hypothetical claims of Richards and Padaruth (2017). This is an important discovery within the field of physical education teacher socialization, because it suggests there are now actually three distinct orientation categories that can be possessed by

PTs' (teaching, coaching, and fitness). Acculturation experiences were a major influence in the type of orientation PTs' possessed.

Influence of physical education experiences on orientation

It was evident that PTs' with both hardcore and moderate fitness orientations perceived there to be a decline in the quality of their physical education experiences as schooling progressed. Multiple fitness oriented PTs' stated that elementary and middle school physical education was a good experience. However, high school physical education was not as positive an experience for these PTs':

When I was younger in grade school, I felt like the physical education classes were more helpful and beneficial. The teachers at this level were very good at explaining the object of the activity. As I got older I started to notice that physical education teachers didn't care about their class as much teachers did in grade school. They essentially just handed us balls in the gym and just told us to go play and be active, whereas in grade school there was much more structure and teaching us how to play the activity. (Thomas, fitness/coaching, autobiographical essay)

And:

High school PE class was definitely more disorganized than it was in elementary school, just because there were so many more kids to look after, and it was easy to get away with minimal participation. (Heather, fitness/coaching, autobiographical essay)

In contrast, the perceptions of PTs' with a teaching/coaching orientation suggested they had experienced consistently high quality physical education throughout school. These individuals only had positive things to say about their acculturation experiences of physical education:

My physical education experience in middle and high school was by far the best, and that is a major reason I chose to follow this career path. My teachers never just threw out balls and said “go play”, they always taught me. If they had resorted to that “classic” method I may have formed a sour taste for physical education class. (Katie, teaching/coaching, autobiographical essay)

And:

If I had to pin point a reason or series of experiences that have lead me to pursuing a career in physical education, I would look no further than my elementary and middle school gym teacher. I can honestly say that other than my parents, [he] has been one of the most influential people in my life. From 4th to 8th grade, I was fortunate to have [him] as my gym teacher. During this time, there was not a single P.E. class that I didn't look forward too. It always seemed like [he] was able to make gym class fun for every student in the class, whether that kid was into sports or not. (Nick, teaching/coaching, autobiographical essay)

Influence of sports related fitness goals on elite athletes possessing fitness orientations

Data suggest that PTs' with hardcore and moderate fitness orientations developed this type of orientation as a result of participation in elite level sports. Multiple fitness oriented PTs' stated that sports participation to a high level came first, and that fitness goals were then introduced as a way of improving their athletic performance. Fitness goals had become a huge part of their life, because of the desire to become fitter elite athletes:

My fitness experience started relatively late compared to my physical education and sports experiences. I always considered myself a fit individual and I was more athletic than most kids, but I did not start focusing and expending energy on fitness till the ninth grade. At this point in my life I was very skinny and not very fast or strong. In sports, I made up for a lot of this by superior technique and strategy, but I wanted to not only have better technique than my competition, I wanted to be stronger and faster than them. This is why I started lifting weights and doing speed training. (Adrian, hardcore coaching/moderate fitness, NCAA division 1 college athlete, autobiographical essay)

And:

When I started to become more competitive with tennis, my coaches and father really enhanced my physical fitness requirements. Mile time requirements had to become lower, strength numbers had to go up, body fat percentage had to go down. So many things were measured and put down as we started to take things to the next level. Every day I was playing tennis for 2-3 hours a day, plus conditioning or weightlifting after for about [1.5] hours. (Thomas, fitness/coaching, NCAA division 1 college athlete, autobiographical essay)

And:

Sports were where I found my true competitive nature and love for improving my physical condition. [My track coach] ran us through a well-choreographed practice session that I am only now starting to understand the significance of, through my studies of kinesiology. His practices consisted of warm-ups, dynamic stretching, specific training for individuals, power training and conditioning, and cool downs. [The coach] understood the importance of physical fitness to athletes such as ourselves, and required us to perform aerobic training, regardless of our specific events. (Dave, hardcore fitness, varsity high school athlete, autobiographical essay)

Version of TGfU Delivered

In congruence with previous studies (Curtner-Smith et al., 2008; Vollmer & Curtner-Smith, 2016) data suggest that full, watered down, and cafeteria versions of the TGfU model were delivered by PTs'. There was no clear relationship evident between the type of orientation possessed and which version of the model was delivered. However, in contrast to previous studies (Curtner-Smith et al., 2008; Vollmer & Curtner-Smith, 2016), four PTs' who possessed hardcore non-teaching orientations (Jessica, Emily, Ryan, Adrian) were able to deliver full and watered down versions of the model (Figure 4 in Appendix I).

Full version

Six PTs' from four different orientation categories delivered lessons that were largely congruent with the intentions of Bunker and Thorpe (1982). Lessons began and concluded with modified small sided games, were primarily student led, with decision making opportunities evident during the skill development section. All lessons were underpinned by a tactical focus, which was identified on the lesson plan, and evident during the lesson. Students were provided with ample opportunities to make decisions on the what, how, when and why of skill execution. The only major component missing from the lessons was stating the tactical problem after the initial game. This was somewhat surprising considering the tactical problem underpinned all six lessons, and was clearly stated on five of the six lesson plans.

Tactical Problem: Using the width and depth of the court when spiking (Emily, hardcore fitness, lesson plan final draft)

And:

Tactical Problem: Using effective volley techniques to attack court space in order to win a point in a tennis match (Nick, teaching/coaching, lesson plan final draft)

An inability to state the tactical problem was a common issue among participants, irrespective of the version delivered and type of orientation possessed, and are addressed in more detail in chapter two. Three PTs' also had minor issues when using open ended questions throughout the entire lesson. James missed several opportunities to ask open ended questions, with Ryan and Vikki choosing to only ask them during the review, despite the fact they all had open ended questions listed throughout the entire

lesson plan. Once again this was a common mistake that a large number of participants made, and will be addressed in more detail in chapter two.

Watered down

In congruence with a similar study (Vollmer & Curtner-Smith, 2016) PTs' who watered down the model made three common mistakes regarding limited decision making opportunities, teaching techniques in isolation, and teaching in a direct manner. Outside of the initial and small sided games students were given little or no opportunities to make decisions on what to do, how to do it, when to do it, and why to do it. This was because the skill development part of the lesson was dominated by the development of techniques in isolation, and at best minimal decision making opportunities were introduced just prior to the small sided games. During this part of the lesson PTs' primarily used "command" and "practice" teaching styles to deliver instruction to students, and inform them of the decisions to be made during that activity. Three out of the four participants demonstrated they had competent content knowledge and correct cues. However, despite a genuine attempt to do so, it was evident that these PTs' could not successfully structure this part of the lesson the way Bunker and Thorpe (1982) had proposed. An example of this was demonstrated during Adrian's football catching lesson. He introduced a static and semi-active defender, but gave the quarterback a set throwing sequence. This mean the receiver had a set catching sequence, and therefore, had little to no game context decisions to make.

Decision making: Most decisions determined by teacher, defenders had little to no impact on decision making (Adrian, hardcore coaching/moderate fitness, peer teaching observation field notes)

Cafeteria version

The main difference between the cafeteria version and the watered down version was that PTs' did not make an attempt to incorporate decision making and/or game related practice into the middle of the lesson during the cafeteria approach. The watered down group attempted to develop skills, but more often than not they failed to do so. However, the cafeteria group delivered line drills, repetitive technical practice in isolation, with no real game context practices being planned for. Both Dave and Thomas taught invasion games, but no defensive pressure was present when practicing shooting during their soccer and basketball lessons. Toby attempted to introduce a defender to a line drill, but the line drill activity was structured in such a way that it did nothing to improve student performance or promote decision making. In agreement with the findings of Curtner-Smith and colleagues (2008) it is suggested that PTs' who taught the cafeteria version did nothing more than incorporate parts of the model (initial modified game, small sided game, and game appreciation) into traditionally taught lessons.

Influence of Orientation on TGfU Delivery

There was one relationship evident between type of orientation possessed and version of model delivered. In contrast with a previous study investigating the delivery of the SE model with beginning teachers' (Curtner-Smith et al., 2008), this study found that PTs' with hardcore fitness and hardcore coaching orientations were able to deliver both full and watered down versions of TGfU. It was clear that both acculturation and professional socialization factors had influenced PTs' decisions to implement the full and watered down versions of the model.

Influence of acculturation on TGfU delivery

Sporting expert.

As mentioned previously, PTs' with fitness orientations possessed this type of orientation due to the fitness goals that contributed to their high level sports performance. It is evident that participation in sport to a high level also led hardcore coaching and hardcore fitness PTs' to become knowledgeable experts in the sports they taught, which aided them in delivering full and watered down versions of TGfU. Three PTs' who possessed hardcore non-teaching orientations claimed that being an expert in the sport they taught helped them to deliver the model more effectively, because they were familiar with the skills and knowledge associated with that sport:

So I played football since I was probably five years old and through my school. My dad played college football and I just kind of learned that growing up through football practice. (Adrian, hardcore coaching / moderate fitness, stimulated recall interview)

And:

Honestly I just know baseball. I have been playing baseball since I was younger so I guess that helps. Knowing sports and the techniques to sports I feel like that is what's going to help me. (Ryan, hardcore coaching / moderate fitness, stimulated recall interview)

To support this theme, the only PT who displayed a hardcore fitness orientation and delivered a cafeteria version of the model stated that he would have found teaching easier had he been allocated a sport to teach that he had experience in:

If I had been doing baseball it would get a lot easier. I probably wouldn't have had to think about it too much. I'm not an expert, [and] I think that it affected me in the way that it could have been a lot better if I had prior knowledge. I would have preferred [to pick my own sport]. I would have preferred it because I have

coaching backgrounds and experience of baseball and softball so I probably could have been a little better teaching those things. (Dave, hardcore fitness, stimulated-recall interview)

Therefore, it is recommended that PTs' with are allowed to select sports that they are an expert in, so that they can have greater success in employing better versions of the TGfU model.

Influence of youth coaches.

All four PTs' possessing hardcore non-teaching orientations that delivered the full or watered down version of TGfU stated that their lessons had been influenced by their former coaches during the acculturation stage. Despite PTs' being sophomores and juniors in a four year degree program, they still referred back to the content knowledge and instructional methods of youth coaches:

In high school I had a really great personal trainer for track and field and he was so clear with explanations especially with just describing lifting movements and demonstrating them as well. I've had so many times where I am in a lesson and they just explain it and they don't show it. And everyone's like what are we supposed to do. So I really wanted to explain things and visually show them so that they could understand what they're doing. (Emily, hardcore fitness, stimulated recall interview)

And:

I don't even know how many coaches [I have had], so just having that influence definitely had a lot to do with why I chose what I chose in the way the way the lesson went. (Adrian, hardcore coaching/moderate fitness, stimulated recall interview)

And:

All the teachers who taught us, or taught me in high school were coaches. So I feel like the way they taught and the way that they just went about things influences me on how I should do stuff. Also I have a step dad who's a CrossFit coach and the way he goes about lessons also influences me as well. (Ryan, hardcore coaching/moderate fitness, stimulated recall interview)

Therefore, it is recommended that faculty reinforce positive instructional content and strategies that PTs' retrospectively identify during assignments such as the autobiographical essay, in order to promote good instructional practice. In contrast, it is important that poor examples of retrospective instruction are also addressed if they are not compatible with TGfU.

Influence of Professional Socialization on Hardcore Non-teaching PTs' TGfU

Delivery

All four PTs' who delivered either the full or watered down version of the model had been influenced by content delivered during this games methods course. Data analysis highlighted three themes regarding the influence of course content on PTs' delivery of TGfU. First, despite never having been exposed to the TGfU model before this course, all four PTs' thought starting with a modified game was a great way to begin the lesson. All four PTs' advocated for starting the lesson with an initial game, and justifications for its use included increased enjoyment, suitable warm up, increased activity time, and assessing progress between initial and small sided games:

When [the instructor] taught the lessons I liked starting the game first because I was able to see where I was at and where the other kids were at. Going through the drills and seeing the progression throughout the lesson was really cool. (Emily, hardcore fitness, stimulated recall interview)

And:

I think that the students will respond positively because when I was a student in P.E. I wanted to get to the game and start off playing. I think that maybe that's not typically taught because the teachers want to lay out the lesson plan first and explain what is going to like more of the techniques and strategies before they start. But for me I know as a kid that part was like I wasn't really even paying attention. So I think starting off with the game is good because it gets the kids active warmed up and just enjoying their time. (Adrian, hardcore coaching/moderate fitness, stimulated recall interview)

And:

It gets the kids like more involved rather than just starting with drills or like practice. Starting with a game they will have more fun and then they will be more engaged in the lesson (Ryan, hardcore coaching/moderate fitness, stimulated recall interview).

Second, several of these PTs' were influenced by teaching their peers. Some were positively influenced by observing their peers teach before them and learning from examples of both good practice and mistakes:

I could also say [I was influenced by] the previous lessons that were before me. Examining their teaching, being like oh I'm not going to do that in my lesson, or that's a really good idea I want to do that in mine. (Emily, hardcore fitness, stimulated recall interview)

In contrast, Dave, who delivered the cafeteria version had been negatively influenced by teaching his peers. He made assumptions that his peers were already knowledgeable enough, resulting in him eliminating key components of his lesson plan. This could also be tied back to the previous mentioned fact that he was also a non-expert in the sport he taught, which could also decrease his confidence when teaching peers who may be more experienced than him in that sport:

The big the big reason why I think it is because I'm assuming the students it's really I guess it's more or less the issue that you were all at this age. If I were probably teaching students that the lesson was designed for it might have been a little bit more I might have been a little more specific about that. At this point I think that they understand that the goal of shooting is to attack the goal. (Dave, hardcore fitness, stimulated recall interview)

Finally, it was clear that all four PTs' who delivered the full or watered down version placed a high level of importance on teaching within the game context. For invasion, net, and striking and fielding games this included introducing some degree of static and/or fully defensive pressure, which would promote decision making in what several students referred to as a "realistic setting":

So in a realistic scenario you're probably going to have even somebody that is you know trying to stop you from receiving the ball. So I wanted to make it more realistic because if you have that experience of somebody distracting you already then you can focus more on use like focusing on the ball and keeping that diamond shape with somebody actually defending you make it a little more difficult or realistic. (Adrian, hardcore coaching/moderate fitness, stimulated recall interview)

And:

[Defensive pressure is important] so that they can actually focus on where they're passing it and not passing it to the defender as you would in a game (Jessica, hardcore fitness, stimulated recall interview)

And:

You don't want to hit the ball to the defender you want to get on base, you want to be able to score for your team. If you're hitting it to a defender you're considered not a great hitter. But if you're able to hit the open space and get a single double triple home run you're considered one of the best. To do that you have such an advantage over pitchers and other players in the league. (Ryan, hardcore coaching/moderate fitness, stimulated recall interview)

Conclusion

The findings from this study suggests the hypothetical fitness orientation proposed by Richards and Padaruth (2017) does actually exist within PETE programs. Previous research has recommended that PETE faculty address the type of orientations possessed by incoming PTs'. Therefore, this study is important to PETE faculty, who must understand that there are now three distinct types of orientation possessed by PTs' (teaching, coaching, fitness), in addition to various amalgamations of these orientations (e.g. fitness/coaching). It is suggested that the perceived quality of physical education during the acculturation period was related to the type of orientation possessed by PTs'. Low quality perceptions of physical education were associated with the possession of fitness orientations, and high quality of perceptions physical education being associated with teaching/coaching orientations. This information is not only useful for PETE faculty, but also for K-12 physical educators, who influence the next generation of teachers through their professional practice. It appears that the development of fitness orientations among PTs' comes from fitness goals that become important to athletes involved in a high level of varsity high school and collegiate sports. This contradicts a previous hypothesis (Richards and Padaruth, 2017), which suggested these PTs' were likely to have been influenced by physical educators who promoted health and wellness goals. Due to the high value placed on competitive sport in the United States, it is hypothesized that fitness oriented PTs' may continue to enroll in PETE programs in the coming years.

In line with a comparable study (Vollmer & Curtner-Smith, 2016), it is suggested that PTs' possessing teaching and/or moderate coaching orientations were able to

deliver cafeteria and watered down versions of the TGfU. However, in contrast to hypothetical suggestions (Appendix C) from a similar study (Curtner-Smith et al., 2008), the data suggest that PTs' who possessed hardcore non-teaching orientations were capable of delivering both full and watered down version of TGfU. Acculturation factors that influenced PT's possessing hardcore non-teaching orientations in teaching the full and watered down versions of TGfU included being an expert in the sport they taught and reflecting on the instructional practices of their youth coaches. Professional socialization influences occurred during the games methods course and included appreciation for initial modified games, negative and positive impact of teaching peers, and valuing teaching within the context of the game. A common theme among all PTs' was the inability to use open ended questions throughout the lesson, and to discuss the tactical problem at the correct time. There was no relationship between these mistakes and the type of orientation possessed.

Based on these findings the following recommendations are proposed. First, PETE faculty should address incoming PTs' acculturation experiences, and identify what type of orientation they possess, so they have a better understanding of PTs' acculturation beliefs. Faculty should share this information with PTs' so they have a greater understanding of their orientations, and PTs' should be informed that these orientations may impact their learning during games methods courses. In addition to this faculty should address the prior teaching and coaching experiences of PTs' in order to retain the good habits and eliminate the bad habits observed during acculturation. This is important because many studies into socialization support the findings of this study in suggesting PTs' often refer back to the way their teachers and youth coaches instructed.

Second, faculty should make attempts when possible to let PTs' teach sports in which they are experienced. The TGfU framework is a complex model for PTs' to deliver effectively (Vollmer & Curtner-Smith, 2016). By providing PTs' with a sport they are familiar with, it means they can focus on understanding the framework of a model most PTs' have never experienced before. Third, faculty should attempt to provide PTs' with opportunities to teach TGfU to both their peers and K-12 students. It was apparent that some PTs' learned important lessons when their peers taught. However, some PTs' also felt that teaching their peers as a non-expert resulted in them omitting things from the lesson because they made assumptions the peers already knew this information. Fourth, faculty must spend additional time instructing PTs' on when to discuss tactical problems and ask open ended questions during the lesson. This will ensure that what is planned for is also delivered. Finally, PTs' possessing the most hardcore non-teaching orientations can be taught to deliver full versions of TGfU if they understand and value the importance of teaching within the game context. Therefore, faculty must be able to sell the TGfU framework to PTs' during games methods courses.

Study Limitations

There were two potential limitations within this study. First, PTs' were only observed once, as they only taught their peers once during the course. Therefore, it could be argued that there is no evidence to suggest that PTs' consistently delivered a specific version of the TGfU model. Observing PTs' multiple times would increase the reliability of these results. Second, this sample only represents one cohort of PTs', within one hybrid PETE program, at one university, and therefore generalizability is limited.

CHAPTER II

DISSEMINATION

Several colleges and universities have closed their physical education teacher education (PETE) programs in recent years (King, 2018; PE evolves into health and fitness, 2014; Templin, Blankenship, & Richards, 2014), with enrollment issues often being cited as a major factor in this decision (Templin, Blankenship, & Richards, 2014). Attempts have been made to maintain physical education teacher certification programs, by combining PETE with other areas of specialization to develop hybrid majors (Applied exercise & health option added to kinesiology major, 2016; Templin, Blankenship, & Richards, 2014). These proposed hybrid majors may be a successful strategy for prolonging teacher certification options, while also stabilizing enrollments. However, potential pedagogical problems may arise within hybrid programs, because little is known about the prior experiences of recently hypothesized fitness oriented preservice teachers' (PTs'), who are now entering these hybrid programs (Richards, & Padaruth, 2017). Several scholars have investigated the influence of socialization on PTs' and in-service teachers' interpretation and delivery of tactical and innovative games models such as Teaching Games for Understanding (TGfU) and Sport Education (SE) in recent years (Curtner-Smith, Hastie, & Kinchin, 2008; Li & Cruz, 2008; O'Leary 2014; 2016; Vollmer & Curtner-Smith, 2016). However, none of these studies have investigated PTs' who possess this recently hypothesized fitness orientation, or PTs' enrolled in hybrid

PETE programs. Therefore, it is suggested that this newly identified population and setting requires immediate investigation.

Literature Review

Teaching Games for Understanding

More than three decades have passed since Bunker and Thorpe (1982) introduced the TGfU model to the field of physical education pedagogy. This model was developed after lesson observations provided concerns about low levels of student enjoyment, understanding, and success when playing games. Bunker and Thorpe (1982), stated that despite a large amount of curriculum time being dedicated to games, that little attention had been given to the way games was actually taught. Traditional teaching methods develop psychomotor techniques in isolation before progressing to a full game. However, it is suggested that this model does little to help students truly understand the holistic context of games, with students frequently making poor decisions because of an over reliance on teachers instruction (Hastie & Curtner-Smith, 2006). The TGfU constructivist framework provides a holistic approach to games teaching by promoting skillful performance, decision making, and tactical awareness, within developmentally appropriate modified games (Figure1 in Appendix A).

- (1) GAME:** While full adult versions of a game present longer term goals, it is necessary to introduce children to games that best reflect their experience and age. It is important to consider appropriate playing areas, equipment, rules, and numbers, in order to maximize decision making opportunities.
- (2) GAME APPRECIATION:** From an early age children should be able to understand and apply the rules of the game, regardless of how simple those initial rules are.

(3) TACTICAL AWARENESS: Tactical awareness should lead to the recognition of opponent's weaknesses, but this should not be allowed to destroy the game. Modifications can be used to restore the competitive nature of evenly matched opponents.

(4) DECISION MAKING: Games are underpinned by decision making, both on and off the ball. Proficient games players can make good decisions on 'what to do?', and 'how to do it?', in minimal time

(5) SKILL EXECUTION: Efficiency of movement, and relevance within the game context.

(6) PERFORMANCE: Observed and assessed outcome of processes 2-5.

LEARNER: The learner is at the center of the process. They should be the ones making game decisions, and answering open ended questions. The teacher should take on more of a facilitator role by observing and strategically questioning the learners.

Occupational Socialization Theory

Lawson's occupational socialization theory (1983a, 1983b) is a perspective that has underpinned the majority of research investigating the careers of prospective, preservice, and in-service physical educators. Physical education teachers go through three distinct stages in their career. The acculturation stage refers to one's childhood and adolescent experiences of physical education, sport and fitness, the professional stage occurs during PETE, and the organizational stage takes place when certified and teaching in a school. During the acculturation stage PETE recruits develop orientations that are influenced by their childhood experiences of physical education, physical activity, and sport (Betourne & Richards, 2015; Curtner-Smith et al., 2008; O'Leary, 2016; Vollmer & Curtner-Smith, 2016). Prior studies have suggested that recruits orientations were primarily influenced and underpinned by teaching and coaching perspectives (Betourne & Richards, 2015; Vollmer & Curtner-Smith, 2016). However, it

has recently been suggested that a third type of orientation exists, which is influenced by fitness and wellness goals (Richards & Padaruth, 2017) (Figure 2 in Appendix B).

Research suggests PTs' fully committed to sport during acculturation possess 'hardcore' coaching orientations, and are unlikely to embrace new content and messages delivered by faculty during PETE. In contrast, PTs' with 'moderate' coaching orientations can have their beliefs challenged and transformed if PETE is of a high quality. If PTs' possess a teaching orientation they are more likely to take on board faculty messages during PETE (Curtner-Smith et al., 2008; Lawson, 1983a, 1983b). A recent study investigating TGfU delivery found that PTs' with teaching and moderate coaching orientations did not deliver the full version of the model (Vollmer & Curtner-Smith, 2016). Pedagogical struggles, misconceptions, and socialization experiences reduced the effects of PETE training. The main acculturation factor that influenced PTs' when delivering TGfU was prior involvement in coach led sport and/or teacher led physical education (Vollmer & Curtner-Smith, 2016). The two professional socialization factors that influenced PTs' included acculturation beliefs and PETE content conflict, and early field experience constraints such as class size and facilities (Vollmer & Curtner-Smith, 2016).

A similar study investigating the use of Sport Education (SE) with beginning in-service teachers' led to the hypotheses that PTs' with 'hardcore' coaching orientations are unable to deliver full versions of innovative games models (Table 1 in Appendix C). PTs' with teaching or 'moderate' coaching orientations were capable of delivering full (SE), watered down (misinterpreted SE), and cafeteria (SE integrated into traditional

lessons) versions of the model. Findings from this study suggested that better quality PETE, and increased exposure and opportunities to teach SE, will result in PTs' with teaching and moderate coaching orientations delivering better version of the model. However, even high quality PETE is believed to have no impact on the likelihood of PTs' with hardcore coaching orientations delivering the SE model as in-service teachers. Acculturation influences were sport participation supported by sporty parents. Professional socialization influences included opportunities to teach the model during early field experiences, and pupil responses during early field experiences and student teaching (Curtner-Smith et al., 2008).

Research Purpose and Questions

The aims of this project were to use Lawson's (1983a, 1983b) Occupational Socialization Theory to investigate the prior and current socialization experiences of PTs' enrolled in a hybrid PETE program, in order to identify factors that influenced their socialization orientations. These orientations were then investigated to understand whether they influenced PTs' when teaching the TGfU model during a games methods course. Empirical findings were used to develop a set of pedagogical recommendations, aimed at supporting faculty in effectively teaching innovative games approaches to future PTs' who possess diverse orientations. In order to fulfil the above aims this study addressed three research questions:

Question #1: What acculturation factors influence preservice teachers' in possessing various socialization orientations?

Question #2: How does a preservice teachers' orientation influence their interpretation and delivery of the Teaching Games for Understanding model during the professional socialization phase?

Question #3: What pedagogical strategies can improve the way faculty delivers the Teaching Games for Understanding model to preservice teachers' who possess different orientations?

Methodology

Research Setting and Participants

The research site was the kinesiology department at a four year university, located within the Eastern region of the United States. The research population were undergraduate students' (n=14) enrolled in a games methods course. The course was prescribed as part of a hybrid PETE / fitness certification option. Participants were a mix of undergraduate sophomores and juniors, with n=9 males, and n=5 females.

Data Collection and Analysis

Fieldwork was conducted over a 16 week academic semester after IRB clearance was granted from the University of North Carolina at Greensboro and the research site. In line with previous studies data collection consisted of autobiographical essays (Betourne and Richards, 2015) (Appendix D), peer-teaching observations (O'Leary, Longmore, & Medcalf, 2014) (Appendix E), document analysis (O'Leary, 2016), and stimulated-recall interviews (O'Leary, 2012) (Appendix F). An iPad and Swivl were used to record peer-teaching observations, with the investigator also collecting typed field notes using TGfU observation criteria adapted from a similar study (O'Leary, 2012). Stimulated-recall interview questions were developed from data obtained through the previous data collection methods. Interviews were recorded using a Philips digital voice recorder, and transcribed using Temi transcription software. NVivo 11 Pro software package was used to analyze data, using analytic induction and constant comparison

techniques. During the data analysis period a qualitative codebook was developed that identified and categorized key themes, subthemes, operational definitions, and examples from the data set (Appendix J) (Goetz & LeCompte, 1984).

During the analysis process the principal investigator used peer debriefing, data triangulation, audit trails, and searched for negative cases to enhance trustworthiness. Data triangulation consisted of using multiple methods to collect data from multiple sources, and then validating the data by cross checking the coding nodes to identify apparent themes and subthemes within the data set. In order to address reflexivity, specifically researcher effect, it is unclear to what extent PTs' responses were influenced by the fact that the researcher was also the course instructor. However, it is suggested that because the principal investigator was also the course instructor that this assisted in both the development of the research design and gaining the trust of the participants (Patton 2002). Several attempts were made to decrease this risk, and it is strongly believed that studentship (Graber, 1989) was not evident during data collection. First, PTs' autobiographical essays were graded in accordance with an assignment rubric. Second, PTs' were not interviewed until after all course assignments had been graded, and final grades had been assigned. Third, PTs' were informed that they could withdraw from the study at any time. Finally, a faculty member at the institution was listed as a study liaison, and PTs' could contact them, or the dissertation chair if they felt they were being unfairly treated when participating in the study. Several techniques were used in order to limit researcher bias. First, permission was obtained to utilize data collection questions and observation criteria used in previous studies. Second, lesson observation notes were double checked against revisited video recordings of the lesson to ensure

TGfU teaching criteria was correctly reported. Third, stimulated-recall interview questions were developed from the previously collected and analyzed data on that specific participant. Fourth, all raw and analyzed data was shared with the dissertation chair and committee.

Results and Discussion

Initial Orientations

Autobiographical essay data suggest five distinct orientation groups were evident within the sample at the beginning of the course (1. hardcore fitness (n=3); 2. teaching/coaching (n=2); 3. balanced (n=3); 4. hardcore coaching/moderate fitness (n=2); and 5. fitness/coaching (n=4) (Figure 3 in Appendix G, and Table 2 in Appendix H). These empirical findings identified PTs' who possessed both hardcore and moderate fitness orientations, which supports the hypothetical claims of Richards and Padaruth (2017). This is an important discovery within the field of physical education teacher socialization, because it suggests that there are now actually three distinct orientation categories that can be possessed by PTs' (teaching, coaching, and fitness). Acculturation experiences were a major influence in the type of orientation PTs' possessed.

Influence of physical education experiences on orientation

It was evident that PTs' with both hardcore and moderate fitness orientations perceived there to be a decline in the quality of their physical education experiences as schooling progressed. Multiple fitness oriented PTs' stated that elementary and middle

school physical education was a good experience. However, high school physical education was not as positive an experience for these PTs’:

When I was younger in grade school, I felt like the physical education classes were more helpful and beneficial. The teachers at this level were very good at explaining the object of the activity. As I got older I started to notice that physical education teachers didn’t care about their class as much teachers did in grade school. They essentially just handed us balls in the gym and just told us to go play and be active, whereas in grade school there was much more structure and teaching us how to play the activity. (Thomas, fitness/coaching, autobiographical essay)

And:

High school PE class was definitely more disorganized than it was in elementary school, just because there were so many more kids to look after, and it was easy to get away with minimal participation. (Heather, fitness/coaching, autobiographical essay)

In contrast, the perceptions of PTs’ with a teaching/coaching orientation suggested they had experienced consistently high quality physical education throughout school. These individuals only had positive things to say about their acculturation experiences of physical education:

My physical education experience in middle and high school was by far the best, and that is a major reason I chose to follow this career path. My teachers never just threw out balls and said “go play”, they always taught me. If they had resorted to that “classic” method I may have formed a sour taste for physical education class. (Katie, teaching/coaching, autobiographical essay)

And:

If I had to pin point a reason or series of experiences that have lead me to pursuing a career in physical education, I would look no further than my elementary and middle school gym teacher. I can honestly say that other than my parents, [he] has been one of the most influential people in my life. From 4th to 8th grade, I was fortunate to have [him] as my gym teacher. During this time, there was not a single

P.E. class that I didn't look forward too. It always seemed like [he] was able to make gym class fun for every student in the class, whether that kid was into sports or not. (Nick, teaching/coaching, autobiographical essay)

Influence of sports related fitness goals on elite athletes possessing fitness orientations

Data suggest that PTs' with hardcore and moderate fitness orientations had developed this type of orientation as a result of participation in elite level sports. Multiple fitness oriented PTs' stated that sports participation to a high level came first, and that fitness goals were then introduced as a way of improving their athletic performance. Fitness goals had become a huge part of their life, because of the desire to fitter elite athletes:

My fitness experience started relatively late compared to my physical education and sports experiences. I always considered myself a fit individual and I was more athletic than most kids, but I did not start focusing and expending energy on fitness till the ninth grade. At this point in my life I was very skinny and not very fast or strong. In sports, I made up for a lot of this by superior technique and strategy, but I wanted to not only have better technique than my competition, I wanted to be stronger and faster than them. This is why I started lifting weights and doing speed training. (Adrian, hardcore coaching/moderate fitness, NCAA division 1 college athlete, autobiographical essay)

And:

When I started to become more competitive with tennis, my coaches and father really enhanced my physical fitness requirements. Mile time requirements had to become lower, strength numbers had to go up, body fat percentage had to go down. So many things were measured and put down as we started to take things to the next level. Every day I was playing tennis for 2-3 hours a day, plus conditioning or weightlifting after for about [1.5] hours. (Thomas, fitness/coaching, NCAA division 1 college athlete, autobiographical essay)

And:

Sports were where I found my true competitive nature and love for improving my physical condition. [My track coach] ran us through a well-choreographed practice session that I am only now starting to understand the significance of, through my studies of kinesiology. His practices consisted of warm-ups, dynamic stretching, specific training for individuals, power training and conditioning, and cool downs. [The coach] understood the importance of physical fitness to athletes such as ourselves, and required us to perform aerobic training, regardless of our specific events. (Dave, hardcore fitness, varsity high school athlete, autobiographical essay)

Version of TGfU Delivered

In congruence with previous studies (Curtner-Smith et al., 2008; Vollmer & Curtner-Smith, 2016) data suggest that full, watered down, and cafeteria versions of the TGfU model were delivered by PTs'. There was no clear relationship evident between the type of orientation possessed and which version of the model was delivered. However, in contrast to previous studies (Curtner-Smith et al., 2008; Vollmer & Curtner-Smith, 2016), four PTs' who possessed hardcore non-teaching orientations (Jessica, Emily, Ryan, Adrian) were able to deliver full and watered down versions of the model (Figure 4 in Appendix I).

Full version

Six PTs' from four different orientation categories delivered lessons that were largely congruent with the intentions of Bunker and Thorpe (1982). Lessons began and concluded with modified small sided games, were primarily student led, with decision making opportunities evident during the skill development section. All lessons were underpinned by a tactical focus, which was identified on the lesson plan, and evident during the lesson. Students were provided with ample opportunities to make decisions

on the what, how, when and why of skill execution. The only major component missing from the lessons was stating the tactical problem after the initial game. This was somewhat surprising considering the tactical problem underpinned all six lessons, and was clearly stated on five of the six lesson plans.

Tactical Problem: Using the width and depth of the court when spiking (Emily, hardcore fitness, lesson plan final draft)

And:

Tactical Problem: Using effective volley techniques to attack court space in order to win a point in a tennis match (Nick, teaching/coaching, lesson plan final draft)

An inability to state the tactical problem was a common issue among participants, irrespective of the version delivered and type of orientation possessed, and therefore, will be address later as a separate theme. Three PTs' also had minor issues when using open ended questions throughout the entire lesson. James missed several opportunities to ask open ended questions, with Ryan and Vikki choosing to only ask them during the review, despite the fact they all had open ended questions listed throughout the entire lesson plan. Once again this was a common mistake that a large number of participants made, and will be addressed later as a separate theme.

Watered down version

In congruence with a similar study (Vollmer & Curtner-Smith, 2016) PTs' who watered down the model made three common mistakes regarding limited decision making opportunities, teaching techniques in isolation, and teaching in a direct manner. Outside of the initial and small sided games students were given little or no opportunities

to make decisions on what to do, how to do it, when to do it, and why to do it. This was because the skill development part of the lesson was actually dominated by the development of techniques in isolation, and at best minimal decision making opportunities were introduced just prior to the small sided games. During this part of the lesson PTs' primarily used "command" and "practice" teaching styles to deliver instruction to students, and inform them of the decisions to be made during that activity. Three out of the four participants demonstrated they had competent content knowledge and correct cues. However, despite a genuine attempt to do so, it was evident that these PTs' could not successfully structure this part of the lesson the way Bunker and Thorpe (1982) had proposed. An example of this was demonstrated during Adrian's football catching lesson. He introduced a static and semi-active defender, but gave the quarterback a set throwing sequence. This mean the receiver had a set catching sequence, and therefore, had little to no game context decisions to make.

Decision Making: Most decisions determined by teacher, defenders had little to no impact on decision making (Adrian, hardcore coaching/moderate fitness, peer teaching observation field notes)

Cafeteria version

The main difference between the cafeteria version and the watered down version was that PTs' did not make an attempt to incorporate decision making and/or game related practice into the middle of the lesson during the cafeteria approach. The watered down group attempted to develop skills, but more often than not they failed to do so. However, the cafeteria group delivered line drills, repetitive technical practice in isolation, with no real game context practices being planned for. Both Dave and Thomas taught invasion games, but no defensive pressure was present when practicing shooting during

their soccer and basketball lessons. Toby attempted to introduce a defender to a line drill, but the line drill activity was structured in such a way that it did nothing to improve student performance or promote decision making. In agreement with the findings of Curtner-Smith and colleagues (2008) it is suggested that students who taught the cafeteria version did nothing more than incorporate parts of the model (initial modified game, small sided game, and game appreciation) into traditionally taught lessons.

Limited Use of Open Ended Questioning Throughout the Lesson

Twelve of the fourteen PTs' primarily utilized open ended questioning techniques during the lesson. However, only two PT's, who both possessed hardcore fitness orientations (Emily & Jessica), used it throughout the entire lesson. Four participants asked open ended questions after the initial game and small sided game, but failed to ask questions during and after the skill execution section. Six PTs' only asked open ended questions during the review, and two planned and delivered mostly closed questions. These results are surprising considering most of the PT's planned to ask open ended questions throughout the entire lesson, and the lesson plan template had a section dedicated to the timing of asking open ended questions. The reasons participants gave for not using open ended questions throughout the whole lesson included time concerns, forgetfulness, transitional focus, lack of teaching experience, and a lack of confidence regarding knowledge from being a non-expert in that sport. Despite not utilizing open ended questions enough, PT's understood why open ended questions are an important strategy to employ within this model:

When you ask open ended questions you're getting more of how their thought process is working and what they don't understand and what they do. (Adrian, hardcore coaching/moderate fitness, stimulated recall interview)

It is proposed that the messages provided to students on remembering to use open ended questions frequently throughout the lesson are reinforced throughout the semester. It is also recommended that students are encouraged to refer to their lesson plan while teaching, in order to not forget important teaching strategies that have been planned.

Tactical Problem Not Clearly Stated After Initial Game

Only two of the PTs' actually discussed the tactical problem after the initial game. The remaining twelve PTs' did not discuss the tactical problem that underpinned the lesson after the initial game, as proposed by Bunker and Thorpe (1982). Reasons for not addressing the tactical problem after the initial game included assuming peers knew, forgetfulness, lack of confidence as a non-expert in this sport, time concerns, conducting baseline assessment, and focusing on the development of skills and techniques. Despite students having sound tactical problems stated on the lesson plan heading, the lesson plan template did not identify at what point during the lesson this should be discussed. According to the instructor the timing of addressing the tactical issue had been discussed in class, "when I delivered several different games lessons using TGfU", although evidence suggests that this had clearly been forgotten by the majority of the students. It is recommended that future lesson plan templates should identify the timing of introducing the tactical problem to the learners to ensure PTs' can implement it as well as plan it.

Influence of Orientation on TGfU Delivery

There was one relationship evident between type of orientation possessed and version of model delivered. In contrast with a previous study investigating the delivery of the SE model with beginning teachers' (Curtner-Smith et al., 2008), this study found that PTs' with hardcore fitness and hardcore coaching orientations were able to deliver both full and watered down versions of TGfU. It was clear that both acculturation and professional socialization factors had influenced PTs' decisions to implement the full and watered down versions of the model.

Influence of acculturation on TGfU delivery

Sporting expert.

As mentioned previously, PTs' with fitness orientations possessed this type of orientation due to the fitness goals that contributed to their high level sports performance. It is evident that participation in sport to a high level also led hardcore coaching and hardcore fitness PTs' to become knowledgeable experts in the sports they taught, which aided them in delivering full and watered down versions of TGfU. Three PTs' who possessed hardcore non-teaching orientations claimed that being an expert in the sport they taught helped them to deliver the model more effectively, because they were familiar with the skills and knowledge associated with that sport:

So I played football since I was probably five years old and through my school. My dad played college football and I just kind of learned that growing up through football practice. (Adrian, hardcore coaching / moderate fitness, stimulated recall interview)

And:

Honestly I just know baseball. I have been playing baseball since I was younger so I guess that helps. Knowing sports and the techniques to sports I feel like that is what's going to help me. (Ryan, hardcore coaching / moderate fitness, stimulated recall interview)

To support this theme, the only PT who displayed a hardcore fitness orientation and delivered a cafeteria version of the model stated that he would have found teaching easier had he been allocated a sport to teach that he had experience in:

If I had been doing baseball it would get a lot easier. I probably wouldn't have had to think about it too much. I'm not an expert, [and] I think that it affected me in the way that it could have been a lot better if I had prior knowledge. I would have preferred [to pick my own sport]. I would have preferred it because I have coaching backgrounds and experience of baseball and softball so I probably could have been a little better teaching those things. (Dave, hardcore fitness, stimulated-recall interview)

Therefore, it is recommended that PTs' who are allowed to select sports that they are an expert in, so that they can have greater success in employing better versions of the TGfU model.

Influence of youth coaches.

All four PTs' possessing hardcore non-teaching orientations that delivered the full or watered down version of TGfU stated that their lessons had been influenced by their former coaches during the acculturation stage. Despite PTs' being sophomores and juniors in a four year degree program, they still referred back to the content knowledge and instructional methods of youth coaches:

In high school I had a really great personal trainer for track and field and he was so clear with explanations especially with just describing lifting movements and demonstrating them as well. I've had so many times where I am in a lesson and they just explain it and they don't show it. And everyone's like what are we supposed to do. So I really wanted to explain things and visually show them so that they could understand what they're doing. (Emily, hardcore fitness, stimulated recall interview)

And:

I don't even know how many coaches [I have had], so just having that influence definitely had a lot to do with why I chose what I chose in the way the way the lesson went. (Adrian, hardcore coaching/moderate fitness, stimulated recall interview)

And:

All the teachers who taught us, or taught me in high school were coaches. So I feel like the way they taught and the way that they just went about things influences me on how I should do stuff. Also I have a step dad who's a CrossFit coach and the way he goes about lessons also influences me as well. (Ryan, hardcore coaching/moderate fitness, stimulated recall interview)

Therefore, it is recommended that faculty reinforce positive instructional content and strategies that PTs' retrospectively identify during assignments such as the autobiographical essay, in order to promote good instructional practice. In contrast, it is important that poor examples of retrospective instruction are also addressed if they are not compatible with TGfU.

Influence of Professional Socialization on Hardcore Non-teaching PTs' TGfU

Delivery

All four PTs' who delivered either the full or watered down version of the model had been influenced by content delivered during this games methods course. Data

analysis suggested three themes regarding the influence of course content on PTs' delivery of TGfU. First, despite never having been exposed to the TGfU model before this course, all four PTs' thought starting with a modified game was a great way to begin the lesson. All four PTs' advocated for starting the lesson with an initial game, and justifications for its use included increased enjoyment, suitable warm up, increased activity time, and assessing progress between initial and small sided games:

When [the instructor] taught the lessons I liked starting the game first because I was able to see where I was at and where the other kids were at. Going through the drills and seeing the progression throughout the lesson was really cool. (Emily, hardcore fitness, stimulated recall interview)

And:

I think that the students will respond positively because when I was a student in P.E. I wanted to get to the game and start off playing. I think that maybe that's not typically taught because the teachers want to lay out the lesson plan first and explain what is going to like more of the techniques and strategies before they start. But for me I know as a kid that part was like I wasn't really even paying attention. So I think starting off with the game is good because it gets the kids active warmed up and just enjoying their time. (Adrian, hardcore coaching/moderate fitness, stimulated recall interview)

And:

It gets the kids like more involved rather than just starting with drills or like practice. Starting with a game they will have more fun and then they will be more engaged in the lesson (Ryan, hardcore coaching/moderate fitness, stimulated recall interview).

Second, several of these PTs' were influenced by teaching their peers. Some were positively influenced by observing their peers teach before them and learning from examples of both good practice and mistakes:

I could also say [I was influenced by] the previous lessons that were before me. Examining their teaching, being like oh I'm not going to do that in my lesson, or that's a really good idea I want to do that in mine. (Emily, hardcore fitness, stimulated recall interview)

In contrast, Dave, who delivered the cafeteria version had been negatively influenced by teaching his peers. He made assumptions that his peers were already knowledgeable enough, resulting in him eliminating key components of his lesson plan. This could also be tied back to the previous mentioned fact that he was also a non-expert in the sport he taught, which could also decrease his confidence when teaching peers who may be more experienced than him in that sport:

The big the big reason why I think it is because I'm assuming the students it's really I guess it's more or less the issue that you were all at this age. If I were probably teaching students that the lesson was designed for it might have been a little bit more I might have been a little more specific about that. At this point I think that they understand that the goal of shooting is to attack the goal. (Dave, hardcore fitness, stimulated recall interview)

Finally, it was clear that all four PTs' who delivered the full or watered down version placed a high level of importance on teaching within the game context. For invasion, net, and striking and fielding games this included introducing some degree of static and/or fully defensive pressure, which would promote decision making in what several students referred to as a "realistic setting":

So in a realistic scenario you're probably going to have even somebody that is you know trying to stop you from receiving the ball. So I wanted to make it more realistic because if you have that experience of somebody distracting you already then you can focus more on use like focusing on the ball and keeping that diamond shape with somebody actually defending you make it a little more difficult or realistic. (Adrian, hardcore coaching/moderate fitness, stimulated recall interview)

And:

[Defensive pressure is important] so that they can actually focus on where they're passing it and not passing it to the defender as you would in a game (Jessica, hardcore fitness, stimulated recall interview)

And:

You don't want to hit the ball to the defender you want to get on base, you want to be able to score for your team. If you're hitting it to a defender you're considered not a great hitter. But if you're able to hit the open space and get a single double triple home run you're considered one of the best. To do that you have such an advantage over pitchers and other players in the league. (Ryan, hardcore coaching/moderate fitness, stimulated recall interview)

Conclusion

The findings from this study suggests the hypothetical fitness orientation proposed by Richards and Padaruth (2017) does actually exist within PETE programs. Previous research has recommended that PETE faculty address the type of orientations possessed by incoming PTs'. Therefore, this study is important to PETE faculty, who must understand that there are now three distinct types of orientation possessed by PTs' (teaching, coaching, fitness), in addition to various amalgamations of these orientations (e.g. fitness/coaching). It is suggested that the perceived quality of physical education during the acculturation period was related to the type of orientation possessed by PTs'. Low quality perceptions of physical education were associated with the possession of fitness orientations, and high quality of perceptions physical education being associated with teaching/coaching orientations. This information is not only useful for PETE faculty, but also for K-12 physical educators, who influence the next generation of teachers through their professional practice. It appears that the development of fitness

orientations among PTs' comes from fitness goals that become important to athletes involved in a high level of varsity high school and collegiate sports. This contradicts a previous hypothesis (Richards and Padaruth, 2017), which suggested these PTs' were likely to have been influenced by physical educators who promoted health and wellness goals. Due to the high value placed on competitive sport in the United States, it is hypothesized that fitness oriented PTs' may continue to enroll in PETE programs in the coming years.

In line with a comparable study (Vollmer & Curtner-Smith, 2016), it was evident that PTs' possessing teaching and/or moderate coaching orientations were able to deliver cafeteria and watered down versions of the TGfU. However, in contrast to hypothetical suggestions (Appendix C) from a similar study (Curtner-Smith et al., 2008), the data suggest that PTs' who possessed hardcore non-teaching orientations were capable of delivering both full and watered down version of TGfU. Acculturation factors that influenced PT's possessing hardcore non-teaching orientations in teaching the full and watered down versions of TGfU included being an expert in the sport they taught and reflecting on the instructional practices of their youth coaches. Professional socialization influences occurred during the games methods course and included appreciation for initial modified games, negative and positive impact of teaching peers, and valuing teaching within the context of the game. A common theme among all PTs' was the inability to use open ended questions throughout the lesson, and to discuss the tactical problem at the correct time. There was no relationship between these mistakes and the type of orientation possessed.

Based on these findings the following recommendations are proposed. First, faculty must address incoming PTs' acculturation experiences, and identify what type of orientation they possess, so they have a better understanding of PTs' acculturation beliefs. Faculty should share this information with PTs' so they have a greater understanding of their orientations, and PTs' should be informed that these orientations may impact their learning during games methods courses. In addition to this faculty should address the prior teaching and coaching experiences of PTs' in order to retain the good habits and eliminate the bad habits observed during acculturation. This is important because many studies into socialization support the findings of this study in suggesting PTs' often refer back to the way their teachers and youth coaches instructed. Second, faculty should make attempts when possible to let PTs' teach sports in which they are experienced. The TGfU framework is a complex model for PTs' to deliver effectively (Vollmer & Curtner-Smith, 2016). By providing PTs' with a sport they are familiar with, it means they can focus on understanding the framework of a model most PTs' have never experienced before. Third, faculty should attempt to provide PTs' with opportunities to teach TGfU to both their peers and K-12 students. It was apparent that some PTs' learned important lessons when their peers taught. However, some PTs' also felt that teaching their peers as a non-expert resulted in them omitting things from the lesson because they made assumptions the peers already knew this information. Fourth, faculty must spend additional time instructing PTs' on when to discuss tactical problems and ask open ended questions during the lesson. This will ensure that what is planned for is also delivered. Finally, PTs' possessing the most hardcore non-teaching orientations can be taught to deliver full versions of TGfU if they understand and value the importance of teaching within the game context. Therefore, faculty must be able to

sell this model, and the value of skill development through game scenarios to their PTs' during TGfU games methods courses.

Study Limitations

There were two potential limitations within this study. First, PTs' were only observed once, as they only taught their peers once during the course. Therefore, it could be argued that there is no evidence to suggest that PTs' consistently delivered a specific version of the TGfU model. Observing PTs' multiple times would increase the reliability of these results. Second, this sample only represents one cohort of PTs', within one hybrid PETE program, at one university, and therefore generalizability is limited.

CHAPTER III

ACTION PLAN

The action plan is split into three phases, professional dissemination of findings, professional application, and future research agenda. The populations that will be targeted with the proposed action plans are PETE faculty, PTs', and K-12 physical education teachers. The findings from this study are important to these populations for three reasons First, the current state of PETE programs across the nation are going through a period of uncertainty regarding low enrollments and potential program closures. The data from this study suggest that TGfU can be delivered effectively to PTs' with various orientations as part of a unique hybrid PETE model. Second, it is suggested that PETE programs often have a limited impact on PTs' who possess hardcore non-teaching orientations (Curtner-Smith et al., 2008). This study identified ways that PETE had a positive influence on PTs' with this hardcore non-teaching orientations. Third, the acculturation phase of physical education teacher socialization is so strong that the cycle of PETE recruits entering with hardcore and moderate non-teaching orientations has been relatively unchanged over the past thirty years (Curtner-Smith et al., 2008; Lawson, 1983a, 1983b; Vollmer & Curtner-Smith, 2016). Therefore, faculty must be willing to address the diverse orientations PTs' possess within their classroom.

Dissemination Action Plan

There are four ways in which this dissertation will be disseminated into the field of physical education pedagogy. The first is through a '*student research works in progress*' poster, which I presented at the SHAPE America National Convention in Nashville on March 22nd 2018 (Figure 5 in Appendix J). This presentation took place 6 weeks prior to my official defense date, and therefore presented my preliminary findings, prior to review from both my dissertation committee and academic experts in the field. During this presentation I received feedback from some of the leading scholars on occupational socialization theory, including Dr. Matthew Curtner-Smith (University of Alabama), and Dr. Tom Templin (University of Michigan).

The second attempt at dissemination is a poster I will present at an international conference. The proposal has been accepted by the Association for Physical Education, for presentation at their national convention on July 4th 2018. The conference takes place at St George's Park in central England. The title of this submission is "Pedagogical strategies for delivering the teaching games for understanding model to preservice teachers' with diverse socialization orientations". This poster will present the findings on my completed dissertation to British physical educators and faculty members. A large amount of physical education teacher socialization research is conducted within the U.K., so this is an important target audience.

The third dissemination event is an oral research proposal that has been submitted for presentation at the SHAPE America PETE/HETE conference in Salt Lake City in October 2018. This event targets higher education PETE faculty, the main

population that my recommendations hope to influence. The title of my proposed oral presentation is ‘Strategies for delivering TGfU to preservice teachers’ with hardcore orientations”.

The fourth dissemination format will be through the submission of an academic journal article to a leading academic physical education pedagogy journal. This journal article has three main aims. First, it will deliver new knowledge regarding the factors which influenced PTs’ to possess the fitness orientations that this study empirically identified. Second, it offers new knowledge on how PTs’ with hardcore non-teaching orientations influenced their delivery of TGfU. Finally, it will propose four pedagogical recommendations for higher education faculty to use when teaching PTs’ with various orientations. This journal article is located within chapter two of this dissertation.

Applied Action Plan

The principal researcher has already begun to apply several pedagogical strategies into his own higher education teaching based on the findings from this study. During the spring 2018 semester the researcher implemented the following teaching strategies to address issues that were highlighted within the data. First, PTs’ were allowed to choose two sports they considered themselves to have experience in, and were allowed to teach one of those sports. In prior semesters the researcher had provided PTs’ with the games and sports to be taught. However, the data suggest that PTs’ who were experts in the sport taught delivered a better version of TGfU. Second, the lesson plan template has a clear statement which identifies the timing of addressing the tactical discussion, which should take place after the initial game. Prior lesson plans

did not identify the timing of tactical problem discussions, and PTs' often forget to address the problem with their students. This strategy aims to address the issue of students planning a tactical lesson, but failing to inform the students of what this tactical problem was, by highlighting on the lesson plan exactly when this discussion should take place during the lesson. Third, the researcher has been consistently reinforcing the need for students to ask open ended questions throughout the entire lesson. The lesson plan identifies when this should take place, and the researcher has encouraged PTs' to refer to their lesson plan regularly during the lesson. This will ensure that well planned and thought out questions will not go unasked due to forgetfulness. The researcher has already noticed a vast improvement in the version of TGfU delivered, an increase in the number of PTs' who discuss the tactical problem after the initial game, and more consistency among PTs' in asking open ended questions throughout the entire lesson.

Future Research Action Plan

My future research agenda includes following PTs' with various socialization orientations, especially fitness, into student teaching and early years of teaching. The rationale for this research agenda is that very little socialization research has investigated PTs' during the student teaching placement, and we still know very little about prospective and current physical educators who possess fitness orientations. Student teaching is a crucial time in a physical educator's career, because the professional stage and organizational stage are occurring simultaneously. It is the only time where two of Lawson's stages actually meet, and the impact of this stage on orientations, and vice versa are important to investigate. In addition to this early physical educators are often heavily influenced during their induction years, and the socialization

community needs to better understand how fitness oriented teachers deal with the reality shock of working in a school environment for the first time.

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APPENDIX A

TEACHING GAMES FOR UNDERSTANDING FRAMEWORK

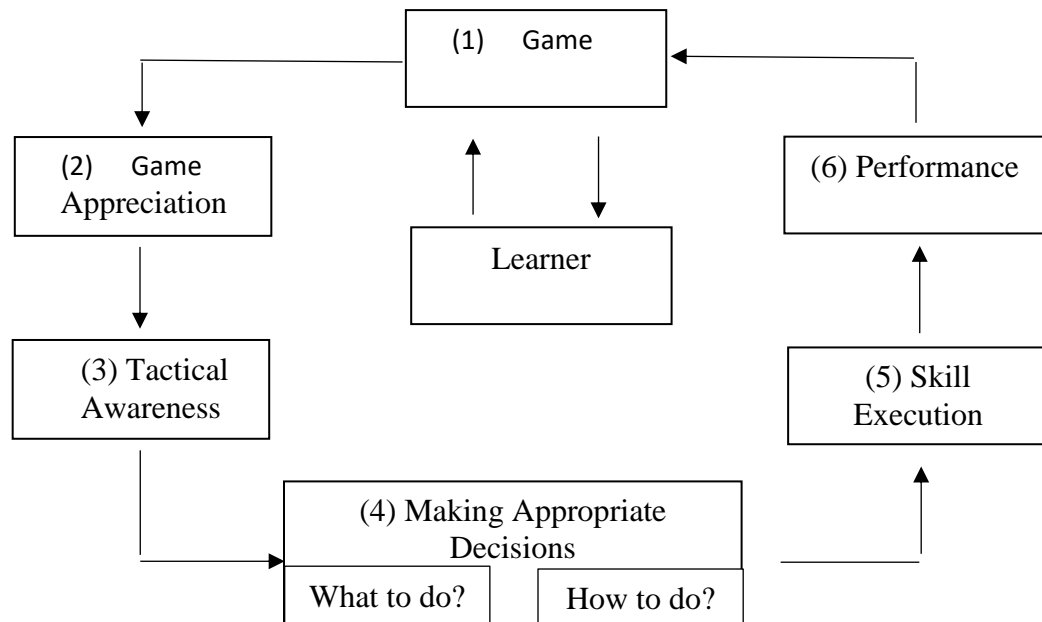


Figure 1. Teaching Games for Understanding Framework (Bunker & Thorpe, 1982, p6).

APPENDIX B

GRAPHICAL REPRESENTATION OF THE INTERACTION BETWEEN TEACHING, COACHING, AND FITNESS ORIENTATIONS

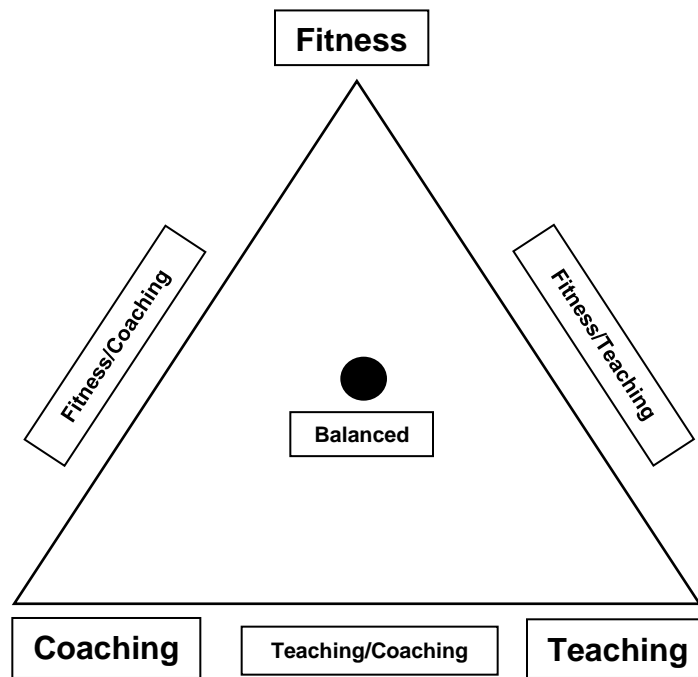


Figure 2. Graphical Representation of the Interaction Between Teaching, Coaching, and Fitness Orientations. From "Motivations for Pursuing a Career in Physical Education: The Rise of a Fitness Orientation," by K.A.R Richards, and S. Padaruth. 2017, *Journal of Physical Education, Recreation, and Dance*. 88, p.44.

APPENDIX C

HYPOTHESES ABOUT THE EFFECTS OF SOCIALIZATION ON BEGINNING TEACHERS' DELIVERY OF SPORT EDUCATION

Table 1. Hypotheses About the Effects of Socialization on Beginning Teachers' Delivery of Sport Education. From "Influence of occupational socialization on beginning teachers interpretation and delivery of sport education," by M.D. Curtner-Smith, P.A. Hastie, and G.D. Kinchin. 2008, *Sport, Education and Society*, 13, 97-117.

Type of Recruit Produced by Acculturation	Professional Socialization	Organizational Socialization	Teach SE?/Type of SE?
1.Hard core coaching orientation (totally committed sportsperson)	High quality SE PETE (plenty of exposure to and supervised practice of the model)	Custodial culture	No/None
	Low quality SE PETE (little exposure to or supervised practice of the model)	Custodial culture	No/None
	High quality SE PETE	Innovative culture	No/None
	Low quality SE PETE	Innovative culture	No/None
2.Moderate coaching orientation (not totally committed to sport)	High quality SE PETE (plenty of exposure to and supervised practice of the model)	Custodial culture	Yes/ Watered down version or Cafeteria approach
	Low quality SE PETE (little exposure to or supervised practice of the model)	Custodial culture	No/None
	High quality SE PETE	Innovative culture	Yes/Full version
	Low quality SE PETE	Innovative culture	No/None
3.Teaching orientation	High quality SE PETE (plenty of exposure to and supervised practice of the model)	Custodial culture	Yes/Full version or Watered down version
	Low quality SE PETE (little exposure to or supervised practice of the model)	Custodial culture	No/None
	High quality SE PETE	Innovative culture	Yes/Full version
	Low quality SE PETE	Innovative culture	No/None

APPENDIX D

AUTOBIOGRAPHICAL ESSAY TEMPLATE

Autobiographical essay instructions (10 points)

As a prospective teacher/instructor, you have likely encountered numerous people who have helped to shape the type of teacher/instructor that you will become. These individuals likely include your own teachers, coaches, and counselors, as well as family members, friends, and professors. As you work toward becoming a teacher/instructor, it is important to understand the types of factors that influence your orientation toward teaching/instructing, the way that you teach/instruct, and how you view particular approaches to teaching/instructing. The purpose of this task is to encourage you to reflect critically on your own socialization experiences, **primarily in regards to physical education, fitness, and sports teaching/instruction/participation.**

You should consider a variety of factors — including the teachers, coaches, counselors, professors, family members etc. — that have been influential in your life. The questions below can be used to both structure and guide your essay type response. Bear in mind that there are no right or wrong answers to these questions and you are not required to answer every question. Please feel free to structure your essay however you think will best represent your experiences. **(Note: The rubric will look at PE experiences, sports coaching experiences, fitness experiences, influence of people, and higher education experiences, so make sure you cover these five areas).**

Acculturation – Prior to enrolling in the the option.

1. Describe PE at the school(s) that you attended. Was it a good experience or a bad one? Describe the teachers. Do you think they were effective? Did they have a long term impact on you?
2. Did you play games or sports growing up? Which ones? What role did your games/sport experiences have in your decision to become a teacher or instructor? Were they good or bad experiences? What were your coaches like?
3. Describe your fitness levels and fitness participation growing up. How active were you? Did you teachers and coaches enhance your fitness? Did anyone else influence your fitness participation? What fitness activities did you participate in, and how often did you participate?

4. Describe your decision to pursue a career in teaching or instructing. Why did you make the decision? Who influenced you? Did any friends or family members influence your decisions?

5. What did you think it meant to be a teacher or instructor when you made the decision to enter the field? Looking back, do you think that you had an accurate or inaccurate conceptualization of what it means to teach or instruct?

6. (Please refer to the triangle diagram in figure 1 and criteria in table 1 below. This question is compulsory, and the diagram must be completed).

Do you believe that you came to this option with a teaching orientation, a coaching orientation, a fitness orientation, a balanced orientation, or something else? Mark an 'X' where you think you lie on that diagram (you can be in a corner, on a line, or within the triangle). Use the criteria in table 1 to guide your decision. Why did you chose the location you did? What has influenced you to be located there? (You can write on the triangle diagram, and staple that page to the back of your typed essay).

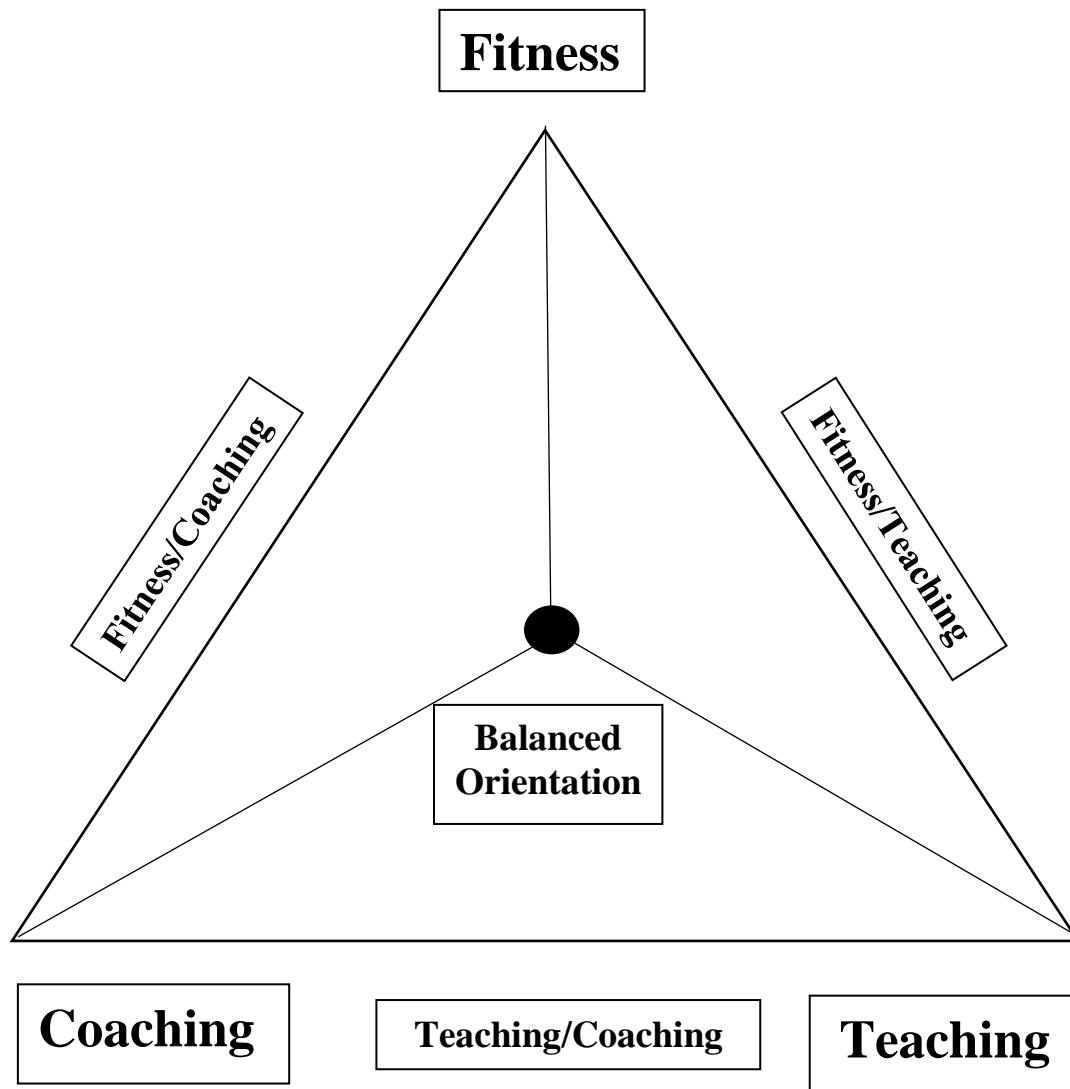


Figure 3. Graphical Representation of the Interaction Between Teaching, Coaching, and Fitness Orientations. From "Motivations for Pursuing a Career in Physical Education: The Rise of a Fitness Orientation," by K.A.R Richards, and S. Padaruth. 2017, *Journal of Physical Education, Recreation, and Dance*. 88, p.44.

APPENDIX E

TEACHING GAMES FOR UNDERSTANDING OBSERVATION GUIDELINES

Teaching Games for Understanding (TGfU) peer teaching observation guideline sheet

Sensitizing concepts specific to both TGfU & course content

TGfU concept / course content	Teacher/learner observation criteria
Initial game	<ul style="list-style-type: none"> • Modified to meet learners' needs/ability levels • Aligned with lesson objectives • Aligned with tactical problem
Game appreciation	<ul style="list-style-type: none"> • Teacher explain rules of game • Learners understand/apply rules of game
Tactical problem	<ul style="list-style-type: none"> • Clearly stated after initial game • Aligned with lesson objectives • Aligned with skill development activities • Aligned with modified games
Decision making	Learners have opportunities to make decisions on; <ul style="list-style-type: none"> • What to do? • How to do it? • When to do it? • Why to do it?
Skill execution development	<ul style="list-style-type: none"> • Correct use of cues • Competent content knowledge • Taught within context of the game (not in isolation)
Assessment	<ul style="list-style-type: none"> • Games performance assessment instrument (GPAI) is administered • GPAI assesses multiple games play components (one must be skill execution) (according to criteria set by Mitchel, Oslin, & Griffin, 2013) • Valid scoring system evident
Lesson plan format	<ul style="list-style-type: none"> • Modified initial game • Game appreciation • Tactical awareness • Decision making • Skill execution development • Performance • Small sided game

Instructional style	<ul style="list-style-type: none"> • Learner centered, not teacher centered • Use of open ended questions throughout lesson
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How to observe

Describe the setting – factual and accurate

- Facts – organization/structure of lesson; number of pupils
- Events – what happens, type of communications
- Behaviors/qualities – facilitation, teacher friendliness, pupil interaction
- (Key words, phrases, dialogue)

Reflective comments –

- Own behaviour & activities
- Frame of mind
- On methods employed
- Ethical issues
- Reactions to the observation
- Interpretations, beginning analysis, what it might mean
- (Put reflective comments in brackets)

(Used with permission from O’Leary, 2012)

APPENDIX F

STIMULATED-RECALL INTERVIEW SAMPLE QUESTIONS

Hi Jessica,

I am going to start this interview by playing you clips from your peer teaching lesson conducted on November 15th, and asking you questions about what took place during that lesson. During the interview I may also ask questions about some of your lesson plan documents and the autobiographical essay. If any questions make you feel uncomfortable you can chose to pass and not answer. Are you ok to begin?

I am now going to play the video from 3:00-4:30. I see you started your lesson with an initial modified game. Is this something you have seen teachers and coaches do before you participated in this course?

As a prospective teacher how do you feel about starting the lesson off with a game? How do you think other teachers may respond? How do you think your students may respond?

In your initial game why did you go from 3 static defenders to 2 active defenders?

What decisions did students have to make during the initial game? Do you think they got ample opportunities to make decisions?

The tactical focus stated on your lesson plan was maintaining possession of the ball. How do you think the students did in achieving success in that objective during the initial game?

After the initial game you asked several open ended questions related to the initial game and tactical problem. Why did you choose to ask open ended questions? Why not ask closed questions, or just give the students the information?

I am going to play a clip from 16:00 to 17:30. You have two rondo keepaway game with 4v1 and 3v1. Why did you set the activity up this way?

Why include defenders instead of having them passing without pressure?

What decisions were students having to make? Do you think they got ample opportunities to make these decisions?

I am going to play a clip from 21:30 to 23:30. You have a two rondo keepaway game with 5v3. Why did you increase the number of defenders?

What decisions were students having to make? Do you think they got ample opportunities to make these decisions?

While we are on the skill execution development part of the lesson can you explain to me what you think the difference is between technical development and skill development? Or you can give me a definition of both if that is easier to answer.

Do you feel the skill execution part of the lesson was more teacher led or student led? Please explain.

Some of your cues during the skill execution section including striking through ball and pointing to where you want ball? How and/or where did you learn the cues that you gave for passing and receiving?

You asked open ended questions after the skill development tasks. Why did you choose to do this at this point of the lesson?

I am going to play the video from 34:00 to 36:00. How do you think the students did during the final small sided game? Do you feel they demonstrated improvements in maintaining possession since the initial game? If so what do you think helped them to improve in the last 30 minutes?

Let's just watch the review from 37:00. Do you feel that you did a good job of asking open ended review questions related to the tactical problem?

On the games performance assessment instrument you developed you had skill execution, decision making, and support as your three games play components. How important do you think these components are in being a successful soccer player?

The games performance scores for the three players assessed were between 4.3 and 5 out of 5. Do you think this is a good score? Why do you feel this way? Do these scores have an influence on how you will plan and teach a lesson in the future?

Having watched the video back yourself as part of the reflection assignment do you feel that the lesson was more teacher centered or student centered?

Is there anything you would change about that lesson if you had to teach it again in the future?

Are there any components of the teaching games for understanding model that you really like or dislike?

Can you discuss what factors have influenced you in planning and delivering the lesson we have just watched in that manner?

If you had to teach a soccer lesson again after graduating from this program, would the lesson format be similar to this one or not. Please explain.

Did being a soccer expert help you in planning and delivering this lesson and this teaching model? How might the lesson have been different if you had been given a sport you had little or no experience in?

If we just take a look at the diagram where you self-identified your orientation you were located right at the top, in the middle, as 90% fitness and 10% teaching/coaching. Do you think this orientation influenced how you planned and delivered that lesson?

Would you relocate the mark on that diagram having now participated in half of this course, or would it still be in the same location?

Has this course had any influence on your orientation at all?

In your essay you stated that you have been a varsity soccer player here for three years. Has this experience influenced how you plan and teach this or any other lessons?

Finally, is there anything else you would like to mention about this lesson, or your past experiences?

Jessica,

Thank you very much for your time. It is much appreciated.

APPENDIX G

GRAPHICAL REPRESENTATION OF THE ORIENTATIONS POSSESSED BY PRESERVICE TEACHERS

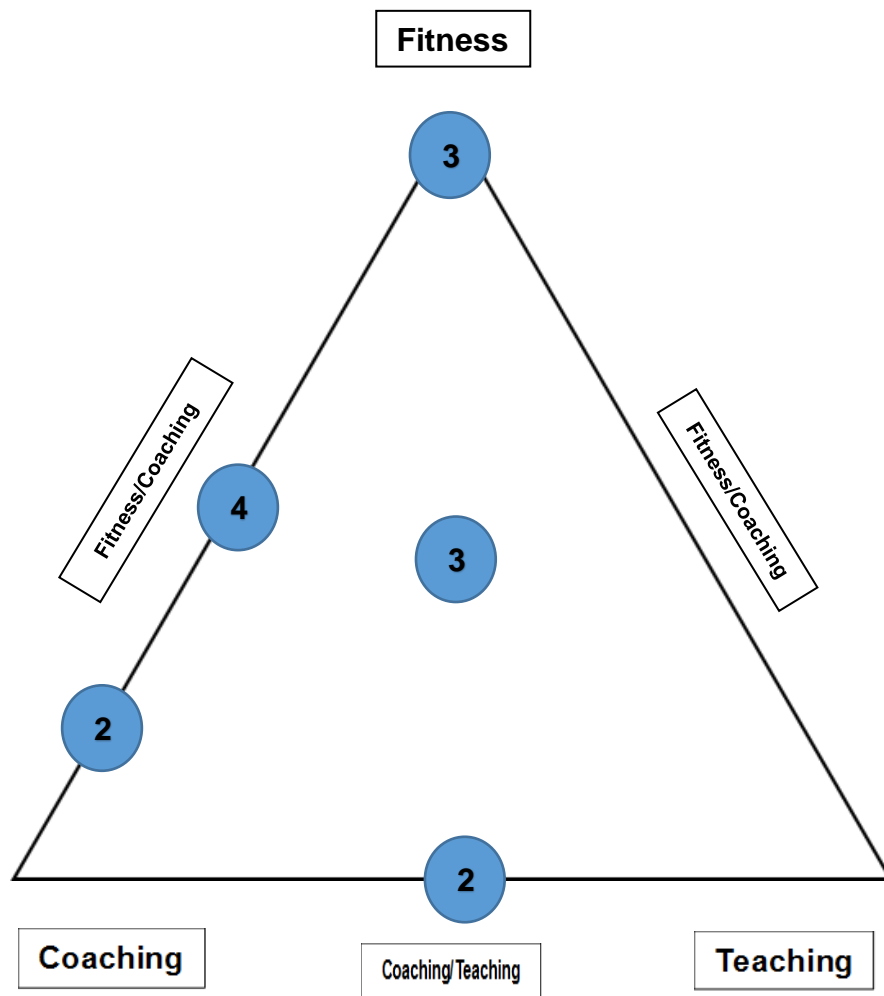


Figure 4. Graphical Representation of the Orientations Possessed by Preservice Teachers

APPENDIX H

ORIENTATION TYPE AND EXAMPLES FROM DATA SET

Table 2. Orientation Type and Examples from Data Set

Orientation Type	Orientation Criteria	Autobiographical essay data
Hardcore fitness	<ul style="list-style-type: none"> Teaching health and fitness is my primary career objective. Teaching is of interest to me, but I do prefer to focus on health and fitness related goals. As a PE teacher I would be interested in my students becoming fit and healthy throughout their lifetime. 	<i>"PE class was fun, but it didn't teach students how to have a healthy/exercise filled lifestyle over their lifetime. PE got me moving, but I didn't gain an appreciation for fitness over a lifespan."</i> (Emily)
Teaching/coaching	<ul style="list-style-type: none"> Teaching physical education and coaching sports are my primary career objectives. Teaching is of interest to me, but I do also want to coach extracurricular sports. As a PE teacher I would be interested in developing my students' techniques and skills in an educational manner. 	<i>"While the main career that I am working towards is teaching, I look at coaching as a secondary career, something that I will hopefully do as an extracurricular where I am teaching. I also think coaching is important as a physical education teacher because it exposes you to specific techniques, skills and rules of the game that can be taught to students. The two go hand in hand."</i> (Katie)
Hardcore coaching /moderate fitness	<ul style="list-style-type: none"> Coaching extracurricular sports is my main career objective. Fitness instructing is also of interest to me, but I do prefer to coach sports. As a PE teacher I would be interested in developing my students' techniques and skills. 	<i>"Sports definitely made a huge impact on what I want to do with my life. I have dealt with plenty of different coaches and coaching styles throughout my life and they all have impacted me differently. My family actually owns a Crossfit gym and I go there constantly."</i> (Ryan)
Balanced	<ul style="list-style-type: none"> I value the fitness, coaching, and teaching orientations equally. Fitness, sports coaching, and teaching all play an important role in physical education. 	<i>"Before I decided to enter the field my idea of Physical Education was narrow minded, it seemed the only goal was to ensure the kids are active for 45 minutes a few times a week. I now more fully understand that teaching and coaching is about laying down a foundation for movement/exercise that encourages them to stay active throughout their entire life."</i> (Vikki)

Fitness/coaching	<ul style="list-style-type: none"> • Teaching health and fitness to athletes is my primary career objective. • My interest in fitness has developed from my involvement in high level sports participation. • I believe that athletes need to enhance their fitness in order to maximize their performance. 	<p><i>"When I started to become more competitive with tennis, my coaches and father really enhanced my physical fitness requirements. Mile time requirements had to become lower, strength numbers had to go up, body fat percentage had to go down. So many things were measured and put down as we started to take things to the next level. Every day I was playing tennis for 2-3 hours a day, plus conditioning or weightlifting after for about [1.5 hours]."</i></p> <p><i>(Thomas)</i></p>
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APPENDIX I

VERSION OF TEACHING GAMES FOR UNDERSTANDING DELIVERED AND TYPE OF ORIENTATION POSSESSED

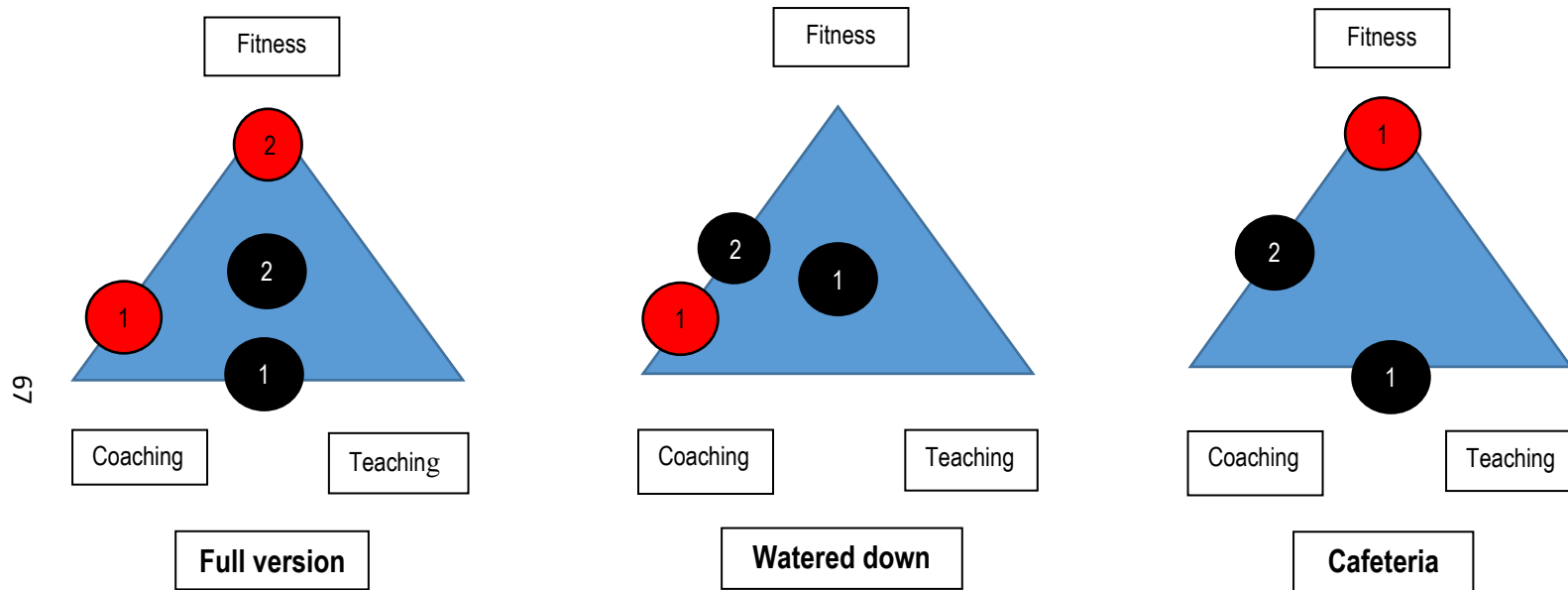


Figure 5. Version of Teaching Games for Understanding Delivered and Type of Orientation Possessed.

APPENDIX J

STUDENT RESEARCH WORK IN PROGRESS POSTER PRESENTED AT SHAPE AMERICA NATIONAL CONVENTION IN MARCH 2018

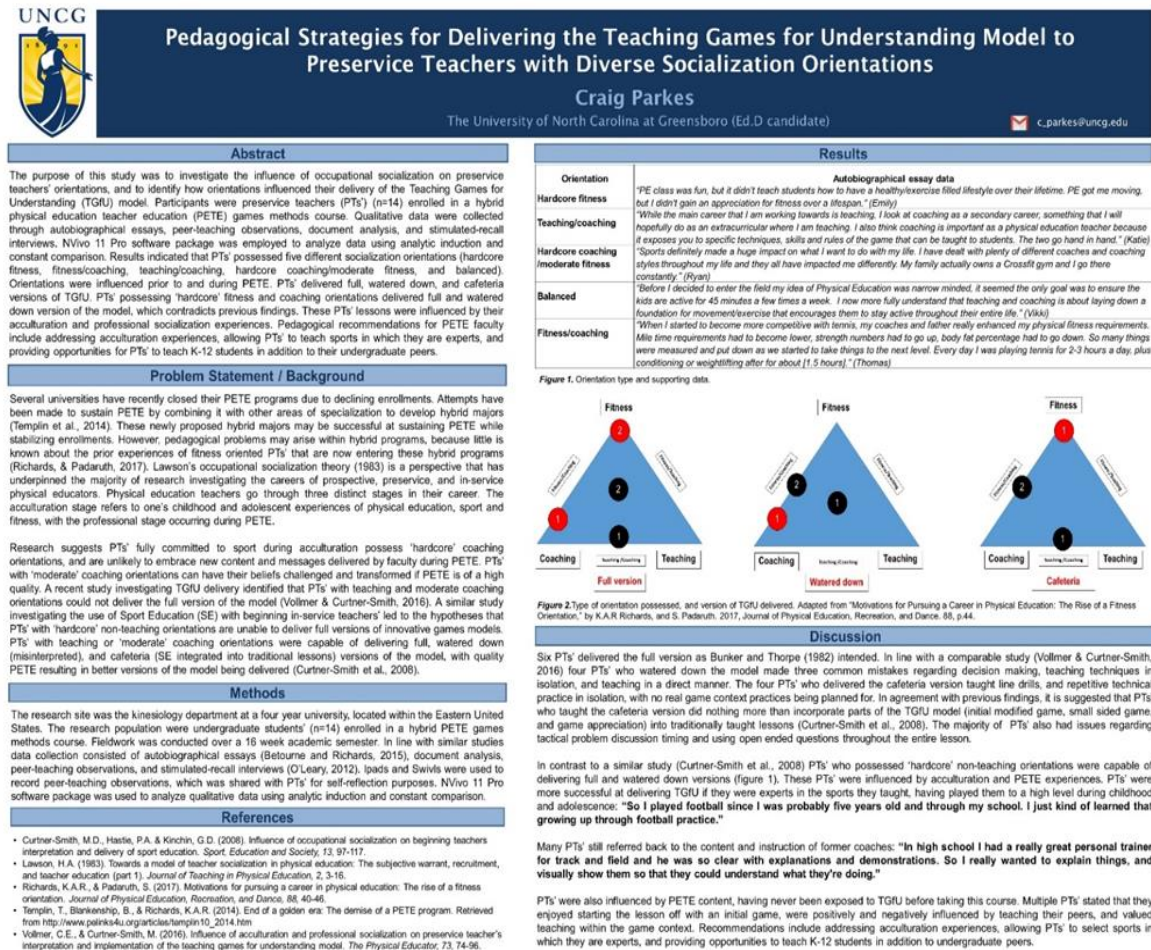


Figure 6. Student Research Work in Progress Poster Presented at SHAPE America National Convention in March 2018.